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ABSTRACT

A description is provided of a study undertaken by Glendale Community College (GCC-Arizona) to determine what marketing and information dissemination activities could be undertaken by the college information office to increase enrollments among target markets. Chapter 1 provides an introduction to GCC and its college information office, looking at organizational structure and services; enrollment trends; and the objectives, scope, limitations, and methods of the needs assessment study. Chapter 2 contains a general market analysis, which examines geographic, demographic and psychographic variables, concluding that GCC's target market reflects a national pattern of an increasingly older, minority, female, part-time, evening college student. After suggesting that GCC is in the mature stage of its "product life cycle," (i.e., at a plateau in which the educational market place is saturated and the number of new students is dwindling), chapter 3 describes steps taken by other organizations to increase demand during this mature stage: (1) increasing the frequency of use by existing customers; (2) adding new customers; (3) developing new uses for the product; and (4) changing the packaging and improving quality. Examples are provided of ways in which other institutions have employed these techniques. Finally, chapter 4 presents recommendations for GCC in implementing these steps, along with recommendations for organizational positions and structures for its marketing activities. Figures, tables, and a reference list are included. (LAL)

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Marketing and Public Relations

Needs Assessment

for

Glendale Community College

Collene Atwood-Canter
September 1985

JC 870 071

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Chapter 1

Introduction

Across the nation community college administrators are belaboring the *end of the beginning* in student enrollment (Fiske, 1984). As the president of a college in eastern North Carolina puts it, "The old adage in colleges was *publish or perish*. Today it's *recruit or die*." The main change in college admissions and recruitment in the last decade is that colleges are now in a bear market as far as prospective students are concerned (Stuhr, 1983, p. 12).

Concerned with declining enrollment, management at Glendale Community College asked for a needs assessment from the college information office--specifically: *In order to increase enrollment yet serve the educational needs of the people of western Maricopa County, would the interests of the college be served by additions or changes in the college information office (i.e., special events coordinator, internal/external communications director, research liaison, et al) (Christiansen, 1985)?*

GCC and other community colleges are placing more emphasis on marketing now that the endless pool of 18-year-olds is dwindling (Francese, 1985). According to the National Center for Educational Statistics, the number of those turning 18 years of age in the nation is dropping rapidly, from 403 million in 1979 to a projected 3.3 million in 1995--so competition for the remaining pool is tougher (Fiske, 1984).

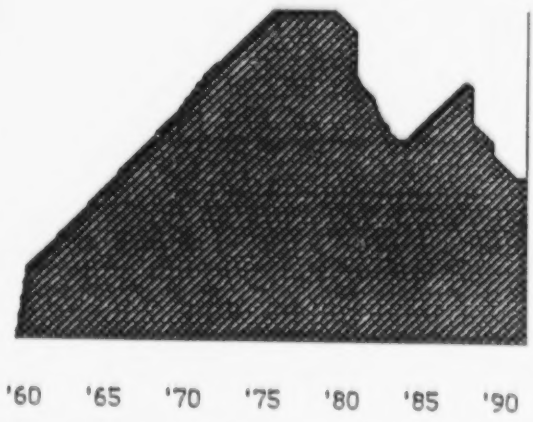
Figure 1 shows 1990s projections in the decline of 18-year-olds in the United States, falling to 3.6 million in 1985--down from more than 4 million in 1980. It also shows 1980-84 increases in admissions/recruitment expenditures of $100 thousand in the public sector and increases in expenditures of $200 thousand from private universities (Fiske, 1984).

Supply and Demand in Academia

Figure 1. Colleges spend more to recruit fewer students.

As the number of students declines...

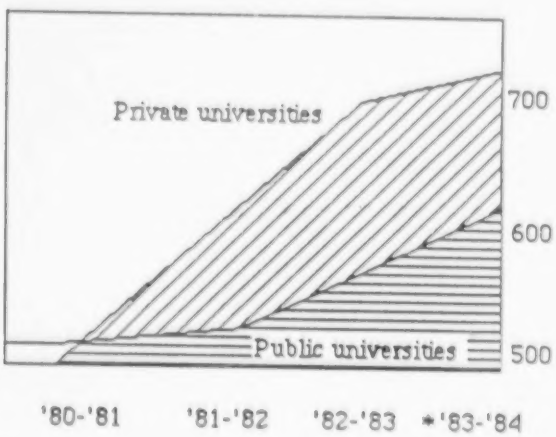
Total number of 18-year-olds in U.S. population, in millions



Source: Census Bureau

colleges spend more to recruit them.

Average per school spending on admission and recruitment, in thousand of dollars



Source: John Minter Associates, Denver
*Estimate

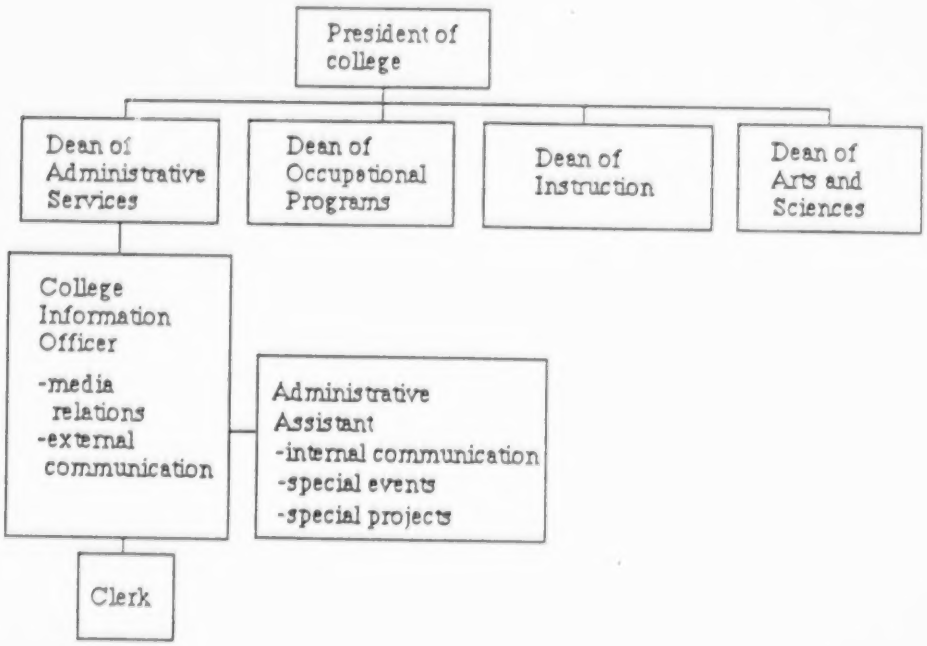
Situational Factors

In order to understand the needs of an organization it is important to look at the organizational structure and the services it provides. Figure 2 shows the college information office as it pertains to present organizational structure (1985).

The college information officer supports public, media and community relations, including supervision and budgetary functions for the department. The administrative assistant is charged with internal communications and special projects/events on a temporary basis.

College Information Office Organizational Chart

Figure 2. Glendale Community College

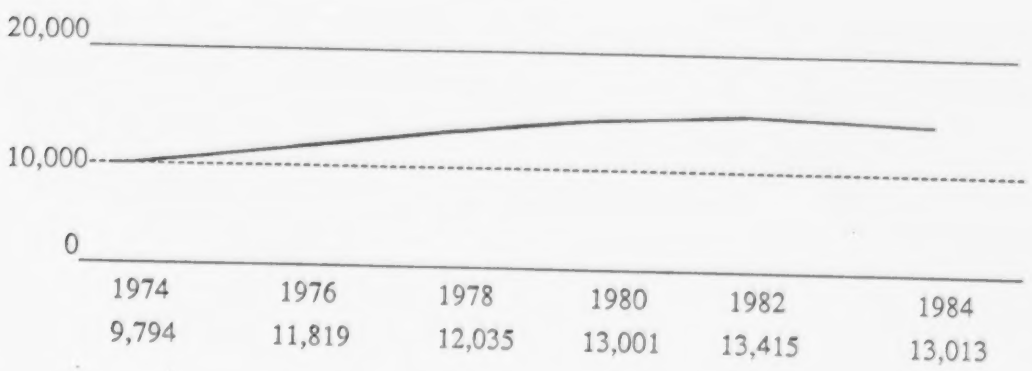


In order to best serve the college and its publics, what activities and positions can support college goals and projected future growth? The answer originates in research, starting with a situational analysis that includes enrollment data.

The college information office implements most of the marketing and advertsing for GCC. The student population for fall 1985 is approximately 14,000 students (Vesely, 1985). Data in Figure 3 show Glendale Community College's enrollment had previously seen continued growth until 1982, reaching a high of 13,415 students. Two years later (1984), enrollment dropped to a 1980 level of about 13,000 students. Figure 4 shows Full-Time Student Equivalents (FTSE) dropped from an all-time high in 1982 of 6,738.8, to a pre-1976 low of 6,056.1 (Montemayor, 1985).

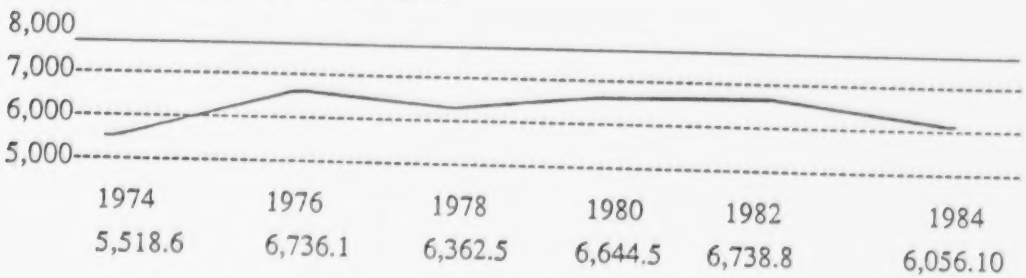
Total Enrollment Data

Figure 3. Total enrollment data for 1974-1984.



Total FTSE

Figure 4. Total FTSE for 1974-1984.



Statement of the Problem

What marketing activities facilitate the desired increased enrollment of the target market(s)?

Specifically, answers to the following questions are sought:

1. What target market, with respect to Glendale Community College students, does the market analysis suggest? The answer to this question involves market segmentation with consideration of opportunities and problems.

2. What functions or activities are needed within the public relations/ marketing department to advance the recruitment of GCC students? The answer to this question lies in the examination of market comparisons between GCC and other institutions.

3. What organizational marketing structure should GCC employ to implement functions and activities to augment enrollment of the target market(s)? The answer to this question involves examination of existing and generic organizational structures.

Scope and Limitations

The scope of this study is within the bounds of time in available research since 1972. Emphasis in this study is on marketing/public relations activities. The study is concerned specifically with the analysis of recommended public relations/marketing activities and personnel needed to potentiate those activities at GCC. Organizational structures are considered more generally. To facilitate an understanding of marketing and advertising needs of GCC, similar institutions and their marketing organizational designs were researched.

This study is under time constraints with summer months projected for its development. As a result, an in-depth understanding of community college marketing is somewhat inhibited, and primary research conducted does not include a representative sample. Marketing segmentation and analysis recommendations are made without benefit of a formal marketing plan. In addition, the following assumptions made with respect to Glendale Community College may or may not be realistic:

1. GCC has adequate finances to put in place the suggestions made by this study.
2. That target markets of GCC will be similar to that of other colleges.
3. GCC will continue to experience dynamic growth in the future.

Definition of Terms

According to the Chancellor's (Maricopa Community College District) Marketing and Public Relations Committee Report, 1984, the following terms are defined as used in this study:

A. Public Relations-- a philosophy which deals with individuals as whole people and with the total educational environment; it is a process of creating and projecting a positive image, both internally and externally.

B. Marketing-- a process which deals with the consumer through identification of the consumer, assessment of consumer needs, and identification of serivces to meet those needs.

C. Advertising--information paid for and controlled by the purchasing organization.

Procedures

Secondary research procedures for this study were conducted on the campus of Glendale Community College (Prince Library), Arizona State University (Hayden Library), and the American School of International Management. The sources of secondary data include the following: *Marketing for Non-Profit Organizations, Handbook of Special Events, Community College Journal, Currents, Educational Resources Information Center (ERIC), Contemporary Advertising, Marketing, Organizational Communication, Making Decisions in Groups, Public Relations in Action, The New York Times, etc.*

Primary research for this paper involved personal interviews and letters to public relations/marketing personnel at: the Maricopa Community College District, Lorain Community College, Morraine Valley Community College, Miami-Dade Community Colleges, Grand Canyon Community College, American Graduate School of International Management, and Arizona State University.

Organizational Plan of the Study

Initially, an introduction into GCC's situational analysis is discussed.

Chapter 2 contains general market analysis.

Market comparisons via its product life cycle, marketing/advertising applications, and organizational designs are discussed in Chapter 3.

Chapter 4 contains recommendations for GCC based on similar colleges and their marketing activities. Generic organizational structure is reviewed more generally.

Chapter 2

Market Analysis

Research in marketing, student recruitment and increasing enrollment could not be complete without consideration of the target market. The importance of market segmentation should not be undervalued if growth in enrollment and change in the organization is to be successful. Organizations cannot direct marketing endeavors effectively if it treats the whole market as having equal interest in the product (Pride & Ferrell, 1983).

> Suppose the organization has defined the market for some product it offers. It knows who is interested in the product (the actual market), who might be interested (the potential market), and who would not be interested (the nonmarket). It recognizes that those in the market do not all have the same intensity of interest in the product. Nor does the organization have the same intensity of interest in all the members of the market. As a result, the organizaiton is interested in a further step after market definition. This step is called market segmentation and consists of *dividing the market into fairly homogeneous parts where any part may conceivably be selected as a market target to be reached with a distinct marketing mix* (Kotler, 1974, p. 99).

Segmentation

Because market structure depends on the choice of segmenting variables, it is critically important to appreciate the major variables used in segmenting a market (Kotler, 1974). Table 1 lists most of the important variables and the major components of GCC's target market (GCC Self Study, 1983; O'Neil, 1984).

Table 1. **Major Segmentation Variables and their Typical Breakdowns** (Wilcox, 1983; Montemayor, 1984)

Variables	*Typical Breakdown*
Geographic Region	Glendale, west Maricopa County
Demographic Age/Sex	26-45-year-old females represent 26% of population 15-25-year-old males represent 25% of population
Eve. Students	represent 50% of the population, up from 48% in 1980
Load hours	**7 semester hours** average (day/eve.)
Minorities	Up 6% in the last 10 years
Psychographic	(O'Neil, 1984)
Endorsements	Community Colleges provide (1) personal improvement (2) career advancement (3) transfer to four-year (4) help get a job
User status	10% are recent high school graduates
Usage rate	Heavy users (FTSE) at 46% of student population **day-female** FTSE at 36.3% **day-male** FTSE at 32.2%

According to research (Ingelberg, Leach, *et al.*, 1981) GCC's target market reflects a national pattern. Student college consumers are increasingly older, minority, female, part-time, and attending during the evening hours.

Opportunities

Understanding the opportunities ahead for GCC can enhance the marketing and public relations functions. The college is presently experiencing enterprising growth in new directions. Opportunities, such as:

-joint marketing and registration with/at Valley National Bank;

-the initiation of an ASU West campus;

-articulation with high schools (Deer Valley, Glendale, Peoria High Schools, etc.), universities (Arizona State University and Northern Arizona University, University of Arizona), and businesses such as General Motors and John Deere;

-the development of a campus state-of-the-art high tech center;

-over half of the 235,000 West Metro workers wanting to develop new skills (Gibson, 1983);

-and projected county population growth of 378,000-750,000 people for the eighties (Svaco, 1980)

offer an entreprenuerial milieu never before experienced by GCC. These opportunities also present problems. Dynamic marketing applications should be researched and applied in order to facilitate these and other opportunites available to the college.

Problems

Even though GCC's experiences are unique, there are many similarities with other institutions. Problems with planned change, communication, declining enrollment, retention, changing target markets, and changes in external forces (government, technology) are not unique to one institution, but prevail throughout institutions (Scharf, 1982). Upon consideration of the target market--with its opportunities and problems--the life cycle of the product (college education) should be considered. Marketers can promote products for specific groups of people, but not knowing where the product is in its life cycle, is akin to knowing the target audience without knowing their ages.

Chapter 3

The Product Life Cycle

All kinds of products, services, places, organizations, and ideas eventually experience a decline in demand (Kotler, 1974). Just as humans pass through stages in life from infancy to death, products (in this case the product is community college education) go through a progression of four major stages: introduction, growth, maturity, and decline. According to researchers (Bovee & Arens, 1982), GCC is in the *mature* stage of its *product life cycle* (Figure 5).

In the mature stage, industry sales reach a plateau as the market place becomes saturated and the number of new customers dwindles. As competition intensifies, profits also diminish. This seems to be the case at many colleges across the nation (Fiske, 1984).

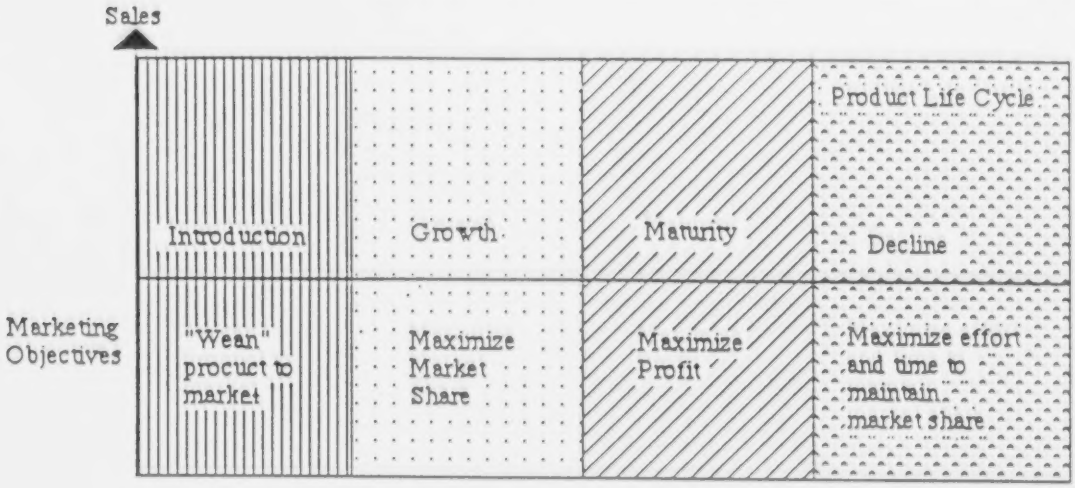
Researchers (Kotler, 1974, p. 85; Bovee & Arens, 1982, p. 183) describe this decline as a *faltering demand* characterized by a state in which the demand for a product or service is less than its former level where further decline is expected in the absence of remedial efforts to revise the target market.

In the introductory and growth stages promotional activities are aimed at creating product awareness and inducing trial. In later stages, efforts may be aimed at suggesting competitive comparison or maintaining brand loyalty.

In the mature stage, companies frequently take any of a variety of actions to extend the life cycle. These may be designed to (1) increase the frequency of use by existing customers, (2) add new users, (3) develop new uses for the product, or (4) change the size of packages, design new labels, or improve quality (Bovee & Arens, 1982).

The Product Life Cycle

Figure 5. Stages in the product life cycle from introduction to decline.



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How have other institutions, in the mature stages of their product life cycles, implemented steps 1-4 successfully? How have they arranged their organizational structure to accommodate these activities? Marketing Comparisons describe the steps taken by others to increase demand for a product in a mature product life cycle, and how organizational structures of various institutions support those activities.

Marketing Comparisons

1. In increasing the frequency of use by existing customers-- community college administrators know that the prosperity of their institutions depends upon enrollment of students that come from both external and internal markets.

Although new students from external markets must be constantly sought and enrolled, the most accessible market is the internal one where much of the work already is accomplished. College administrators are inevitably led to a decision to work harder to retain a higher percentage of presently enrolled students (Creamer, Naff, & Akins,1982; Latkovic, 1985). There are eight phases recommended in order to provide the components of a research-based plan of retention for students.

The components of a process-oriented model for planned change to facilitate retention are listed to provide an overview of the plan. Creamer, et al., (1982) recommend eight phases.

Phase 1: Develop a comprehensive institutional plan--including the short and long range future of the institution with a systematic analysis of and response to needs. The institutional plan becomes the blueprint for progress of the college.

Phase 2: Conduct a careful assessment of student and program characteristics. This step concerns the generation of accurate, reliable, revealing data about the students and the curricula and programs which serve them.

Phase 3: Design a multi-faceted plan. This step is based on previous data. It should use several types of strategies, target more than one level of the problem, and involve as many people as possible.

Phase 4: Design a research/evaluation project. This component is to make appropriate preparations to add to existing knowledge of retention efforts so that other professional consumers of knowledge may profit, as well as to have "hard data" for internal decision making.

Phase 5: Implementing the plan. Most successful planned change efforts require that an internal group or individual become responsible for the coordination and continuation of the effort (Miles, Fullan & Taylor, 1978).

Phase 6: Monitor progress and report data.

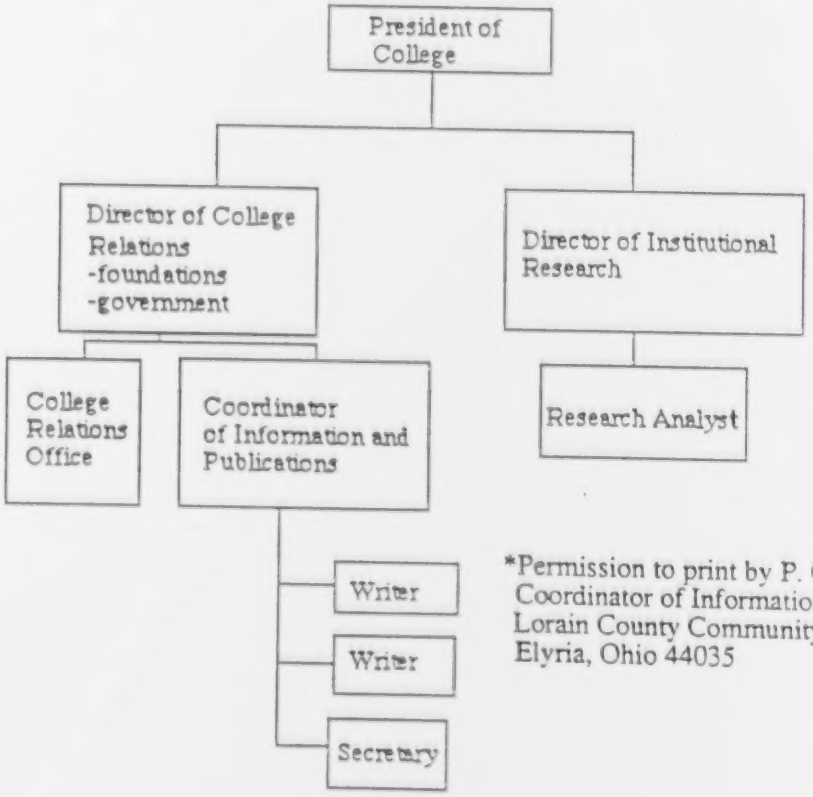
Phase 7: Evaluate the plan.

Phase 8: Publish findings.

Figure 6 shows Lorain County Community College and its organizational support for research needed to implement Phases 1-8.

*College Relations/Institutional Planning Organizational Chart

Figure 6. Lorain County Community College (20,000 students) has a student population similar to GCC's (Table 1, p. 8). Organizational design includes research, publications and foundation/government relations.



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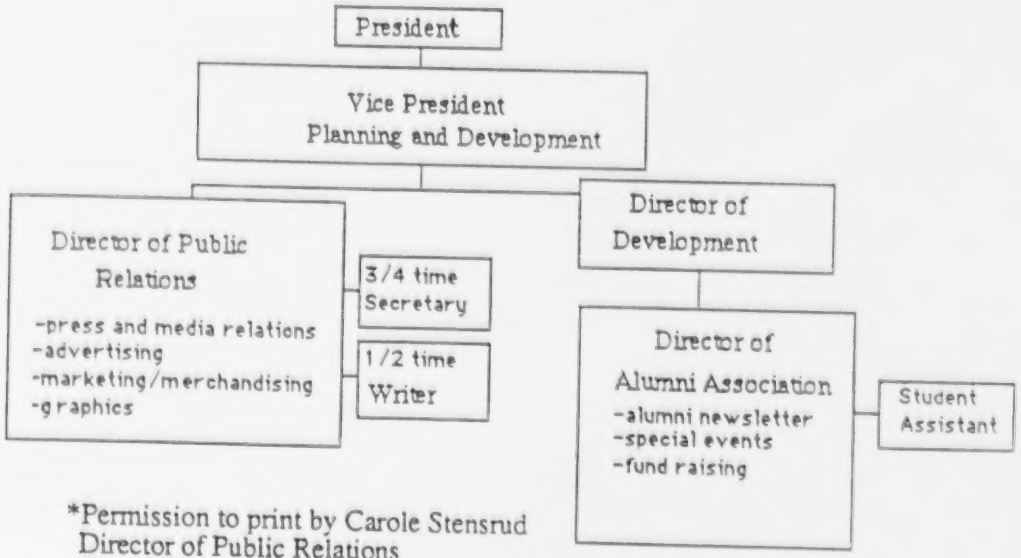
Coordinator of Information/Publications
Lorain County Community College
Elyria, Ohio 44035

Development of alumni is important in *increasing the frequency of use* by existing and past customers. Keeping in touch with today's graduates could be of great benefit tomorrow. Many colleges send a regular periodical to alumni, with requests for address changes. Alumni associations need public relations activities to recognize donors as essential to assure future giving (Report from the President's Business Industry Council, 1984). A continuing education emphasis could focus attention on the college's concern for former students who are no longer paying tuition or being counted for state support (Dollar & Zucker, 1979).

Many of the early attempts to organize community college alumni failed because potential numbers were small and the influence of individuals in the community weak. These conditions are rapidly changing (Scharf, 1982).

Figure 7 and Figure 8 show privately funded institutions of Grand Canyon College and the American Graduate School of International Management, respectively, and their organizational support for alumni and development.

* Organizational Chart With Development/Alumni Management (1,500 students)
Figure 7. Grand Canyon College's Marketing Structure gives support for development, public relations and alumni. Grand Canyon College is a privately-funded, Christian college with most of the student population desiring a four-year degree.



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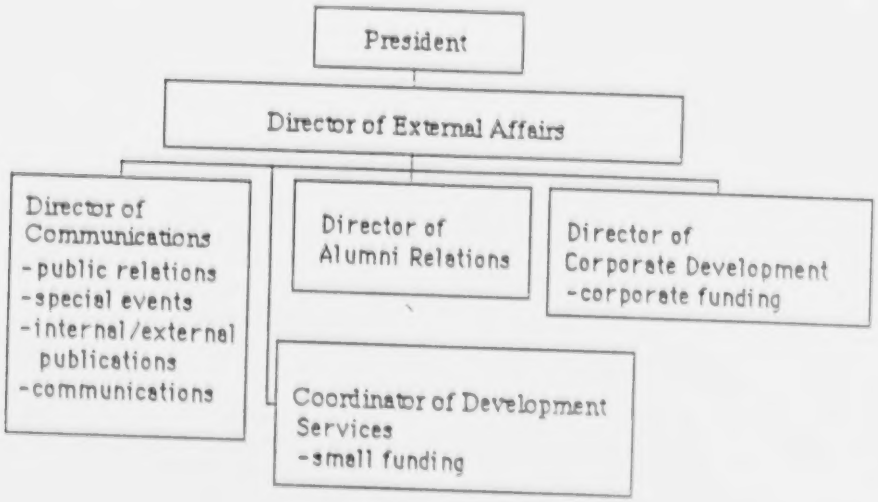
Director of Public Relations
Grand Canyon College
3300 West Camelback
Phoenix, Arizona 85061

*Organizational Chart With Development/Alumni Management (1,000 students) Figure 8. American Graduate School of International Management's Marketing Structure. Although the school is located near GCC, it has an international student population. Support for alumni and corporate funding are important to the marketing structure.



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American Graduate School of International Management
59th Avenue and Greenway Road
Phoenix, Arizona 85306

2. *In adding new users,* colleges find special events help recruit new students who would otherwise not go on campus because of fear or lack of interest. These events are significantly used as major community celebrations, information fairs, orientations, high school and senior citizen welcoming events, and internal orientations for new/prospective faculty and staff (Ingleberg & Leach, 1981).

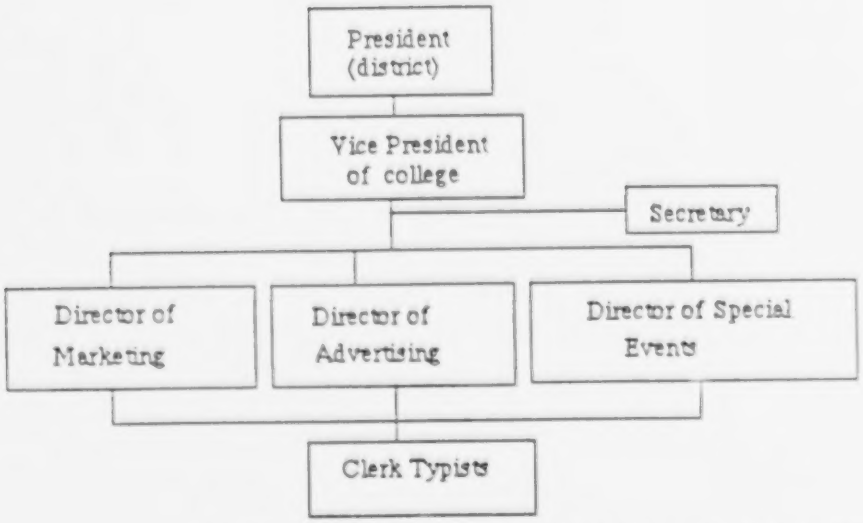
In Arizona, The American Graduate School of International Management has balloon races, Grand Canyon College has yearly hikes and rafting trips down Grand Canyon, and Arizona State University has Sun Devil's football season. Figures 9 shows the organizational chart from Miami-Dade Community College's North and South Campuses that facilitates special event management. Special events not only serve to add uniqueness and recognition, but bring revenues otherwise non-existent.

*Organizational Chart With Special Events Management

Figure 9. Miami-Dade Community College's Marketing Organizational Chart.

North Campus
(3,908 students)

South Campus
(8,605 students)



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Miami-Dade Community College District
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Miami, Florida 33176

3. Research is germane to *developing new uses for products* . Without it, planning which is not predicted upon the systematic collection of data will almost certainly fail (Scharf, 1982, p. 39). Scharf describes it as a *radar unit*.

Wilensky (1967, p. vii-ix) refers to this as *organizational intelligence*, offering information that is clear, timely, reliable, adequate, and wide-ranging.

In their Marketing Plan 1981-1982, Prince George's Community College in Maryland and Lorain County Community College in Ohio (1985) initiated phone surveys and questionnnaires to ascertain why students withdraw and to make continuing needs assessments of their student population.

Figure 6 (p. 13) shows Lorain County Community College's (Ohio) organizational design with director of institutional planning and research and a research analyst providing organizational intelligence.

4. In changing the size of the package, designing new labels, and improving quality, Morain Valley Community College, Illinois (20,000); Prince George's Community College, Maryland (20,000 students); Grand Canyon College, Arizona (1,500); American Graduate School of International Management, AZ. (1,000); and Georgetown University, Washington, D.C. (12,000), are finding the importance of development of a *corporate image* (standardized type, logo, stationary, signage, etc.).

Faced with a mature product image, Georgetown University decided to maintain brand loyalty and improve quality by designing all communications to reflect their historical *graphic identity*.

Today, four years after the start of their name recognition campaign, the Office of Publications has moved into the mainstream of university life. Now, all materials at Georgetown University are approved through the Office of Publications and must reflect its unique heritage. The college was allocated $115 million for the unique campaign (Feinstein, 1985).

Figure 6 (p. 13) also shows the importance of the information and publications functions in the organizational structure at Lorain County Community College.

Chapter 4

Criteria for recommendations are research-based and are derived solely from the data surveyed. Additions or changes in marketing activities should be made in accordance with GCC's top management and the Recruitment, Retention, Marketing, and Public Relations Committee.

In the mature stage of a product, researchers (Pride & Ferrell, 1983; Kotler, 1974; Bovee & Arens, 1982) recommend any or all of the following steps to increase demand for a product: (1)increase the frequency of use by existing customers, (2) add new users, (3) develop new uses for the product, and (4)change the size of packages, design new labels, or improve quality. Using these criteria, the following suggestions and recommendations are made for GCC.

Recommendations

1. *Increase use of former users* by tracking the alumni (vis a vis recommendations from the North Central Association of Colleges and Schools) who may eventually develop into a supportive alumni association. Many GCC students are now prominent in the community and could demonstrate support for the alumni association. Initially an alumni publication could be adopted, with the first active support of alumni to raise funds for the implementation of said publication (Dollar & Zucker, 1979). Recommended as appropriate personnel for these activities could be a marketing research manager (Table 3, Generic Marketing Positions, p. 22).

2. If marketing is to be effective in *adding new users and increasing use by existing customers*, it calls for more than a new function or department. It calls for a new orientation for the organization. It amounts to a whole new attitude toward the organization's internal publics (students, faculty, administration, and staff), as well as external publics (business and local community, general public, prospective students, parents of students, competitors, and mass media). It is a thoroughgoing adoption of this new orientation that produces the major benefits of better survival and growth for the organization and satisfaction for its customers. (Kotler, 1974, p. 52).

a. The internal and external publics' needs should be researched to discern in what ways the organization should respond to those needs (i.e., what times are the most convenient for students to attend classes--keeping in mind that the student population is somewhat older than in recent years and tends to prefer part-time learning.)

b. To encourage its constituent publics to participate actively in the welfare of the college through their participation, comments, suggestions and opinions. Researchers (Zwerling,1981; Nagel,1981) advocate vehicles for feedback via surveys, opinion polls, and information/emergency, or calendar of events hotlines. Personnel appropriate for these tasks could be the communications manager (Table 3, p. 22).

c. Directed, precise, and continuous dissemination of news should be given personally to media whenever possible via on-campus press parties or visits to the media (Dann, 1982). These types of activities could be implemented by the market manager or the client/public relations manager. (Table 3, p. 22).

3. *Developing new uses for the product* may be as simple as using GCC's facilities for meetings or special events for clubs, organizations or corporations (Epler, 1974).

It could mean a more inclusive role by GCC in the Fourth of July Celebration held on campus by the City of Glendale. Special events can position the college as being particularly unique or memorable, bring new publics to the campus and offer needed revenue (Reilly, 1981). Special events check lists should be provided for each event, allowing for efficient use of time and resources while providing quality control.

Table 2 shows recommended special events for GCC's various publics. These functions might also be handled by the communications manager (Table 3).

Table 2. Special Events For GCC's Publics

STUDENTS (alumni)	FACULTY	STAFF/EMPLOYEES	LEGISLATIVE
1 re-entry women -workshops -welcomings -tours -mall registrations -homecomings 2 high school -visitations -orientations -career days 3 career related -gift giving -at-company/mall/ bank registrations -bazaars -career days -information hotlines -calendar of events hotlines	- orientations -workshops -tours -assisting in PR with students -retreats -recognition days/ dinners -art exhibits -house tours -anniversaries -annual events	-orientation for new staff/employees -intra/inter communications -MATP functions -workshops -anniversaries -congratulatory celebrations	-press conferences -rumor hotline -grand openings -alumni events -fundraising -ground-breaking -citation awards -testimonials -capital campaigns

Innovative ways to present news to GCC's publics are needed. News releases with only a one-paragraph *teaser* followed by a personal visit to the media could provide more effective dissemination by the media (Straton, 1985, p. 44). Presentation of news releases can take many forms. Unique packaging of invitations, announcements or news releases calls attention to the event (Whitehead, 1985). These types of activities could be implemented by the public or client relations manager. (Table 3, p. 22).

4. Beneficial in *improving the image and quality* of the institution, is an all-inclusive institutional plan, a marketing plan and an advertising plan for the college. These plans should outline short and long range goals of the institution with a systematic analysis of response to needs (Creamer, Naff, & Akins, 1982). It is recommended (Bovee & Arens, 1982) that a marketing and advertising plan be based on the next five to ten years of projected growth at GCC.

Feedback mechanisms (polls and surveys) activate marketing and advertising plans by offering an instrument to measure the success of those plans (Koehler, Anatol & Applbaum, 1981, p. 328).

Should the need arise, communication through newsletters, bulletins, bulletin boards, kiosks, and information hotlines could apprise the internal/external publics of the future directions of the college. This allows the various publics to actively participate in the success of planned change.

Future communication networks would benefit also by inclusion of *emergency notification plans*, (for media, faculty, students, etc.) in case of accident, illness, or emergency involving the top leaders of the organization. It not only provides boundaries for information given to media, and other publics, but allows management pre-approval of background information, before an emergency--should one occur.

It is also recommended, in *designing new labels* and *improving quality*, to create a singular identity with appropriate signage, logo, typeface, stationery, etc. (Feinstein, 1985). These types of activities could be enhanced by recommendations from top administration (i.e., the market manager (Table 3), and the RRMPR Committee) with personnel, such as the communications manager (Table 3) responsible for quality control and implementation.

Organizational Positions

Researchers (Berry & Bruce, 1977; Koehler, Anatol & Applbaum, 1981) report the first step in upgrading organizational capability for effective marketing practice is to organize for effective marketing practice. Unless qualified personnel are formally (organizationally) and informally (through the visible support of senior administration) given the responsibility and authority for carrying out the marketing management task, it should not be expected that this task will be carried out with any degree of effectiveness.

On the one hand, establishing formal marketing positions promises to yield greater service to the various markets and publics and more efficient use of certain resources. On the other hand, it can mean higher costs because each job position is an additional cost.

Research provided numerous names for the similar functions. Generic names for positions were used to provide general distinctions between positions. Arguably, *a position, by any other name, would still perform as well* (Whitehead, 1985).

Table 3 shows a generic marketing positions that could accomplish the tasks recommended throughout this chapter (Kotler, 1974, p. 233-234).

Table 3.
Generic Marketing Positions

Market manager
1. Other names: vice president of marketing, marketing director, chief marketing officer, marketing administrator.
2. The marketing manager is a member of the top administration. The tasks include providing a marketing point of view to the top administration; helping to formulate marketing plans of the organization; staffing, directing, and coordinating marketing activities; and proposing new products and services to meet evolving market needs.

Market research manager
1. Other names: marketing research director.
2. The marketing resarch manager has responsibility for developing and supervising research on the organization's markets and publics, and on the effectiveness of various marketing tools.

Communications manager
1. Other names: advertising manager, advertising and sales promotion director.
2. The communications manager provides expertise in the area of mass and selective communication and promotion. This person should be knowledgeable about the design of commercial messages, media, and publicity, and special events (i.e., deadline-intensive activities).

Client relations manager
1. Other names: customer service manager, account executive.
2. The client relations manager has responsibility for managing client services and handling client complaints.

Public relations manager
1. Other names: public affairs officer.
2. The public relations manager has responsibility for communicating and dealing with various publics in matters involving the organization's image and activities.

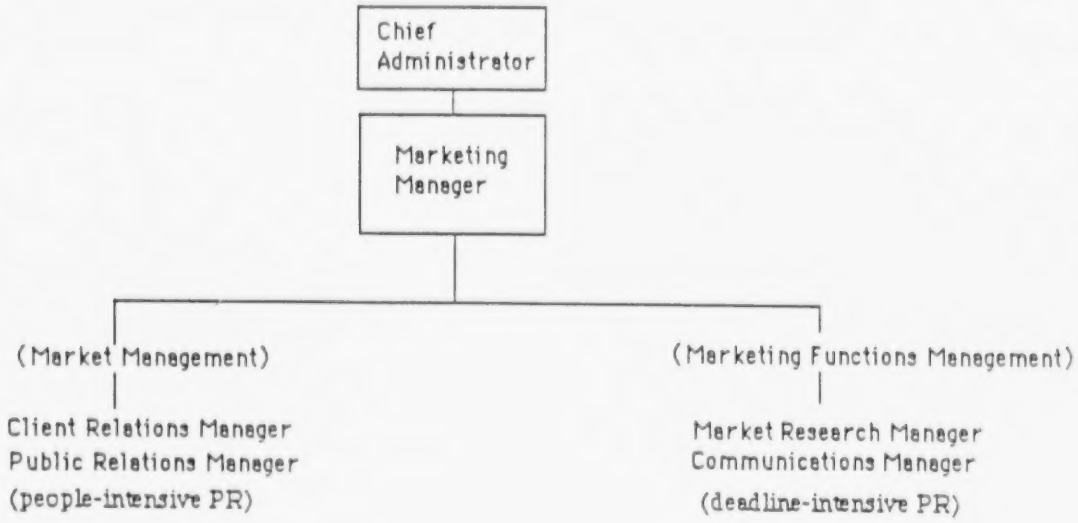
Organizational Structure

If a nonprofit organization, such as GCC, wanted to establish a marketing department, on the model of those found in commercial organizations, what would it look like? Even here, great variations are found within commercial organizations. The basic model, however, calls for a head of the marketing department, normally called the marketing vice-president, marketing director, or marketing manager. Several managers report to that person. Some of them are responsible for *marketing functions*, such as market research, and communications. Others are responsible for specific markets and are called *market managers* (Kotler, 1974, p. 231).

Figure 10 reflects generic organizational structure (Kotler, 1974, p. 231). Generic structures serve for an overview of organizational functions and personnel to perform those functions.

Generic Organizational Chart

Figure 10. Adaptations from Kotler's Generic Organizational Chart.



The marketing concept is new for most nonprofit organizations. Structuring of marketing departments in a nonprofit organization is new also. In the case of GCC, the college information office handles most of the marketing and public relations responsiblities for the college. With increased demand at GCC for added marketing activities--such as special events, communications, and marketing research--it is recommended that not only consideration be given for these activities but for the personnel needed for these activities. Generic titles are used since research uncovered diverse choices of names for similar occupations.

Summary

An overview, an analysis and several comparisons in marketing have been researched as it pertains to Glendale Community College.

Research indicates that marketing activities, in institutions similar to GCC, need the abilities of-the-kind-provided by a marketing research and communications marketing manager (publics contacted through written communication) along with a client and public relations manager (personal contact with publics). These personnel are sometimes guided by a marketing manager. The names of the positions need not coincide with those provided by research, but the tasks those positions fulfill would instrumentally expedite marketing plans for the college.

Research recommends the following activities for personnel in those positions: a marketing research manager to perform as alumni/ research liaison; a communications marketing manager to perform internal/external communications and special events; and a public relations manager to perform media and public relations.

Some or all of these positions may be designed for existing college information office personnel or, depending on management approval, could be added as the budget allows.

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